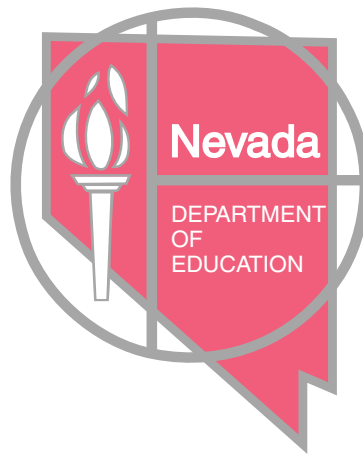


Grade **5**

NEVADA
Criterion Referenced Tests



**Administration Manual
2005**

For tests in Reading, Mathematics, and Science

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Part 1 – GENERAL INSTRUCTIONS

This manual contains a description of the procedures to be used when administering the 2005 Nevada Criterion Referenced Tests in Reading, Mathematics and Science for Grade 5, along with detailed instructions to be read to students. Adherence to these procedures and instructions will ensure that students have uniformly favorable testing conditions.

Purpose of the Assessment

The purpose of these tests is to identify student strengths and weaknesses relative to the Nevada State Standards, a critical feature of students' education. State law strictly limits the individuals who may review the content of these tests and prohibits school personnel and the public from such activity. Regulations governing state examination programs prohibit copying the content of any test materials. **Maintaining the security of test booklets and student answer booklets are of extreme importance.** Please review all test security guidelines carefully and review any questions or concerns with your School Test Coordinator.

School District Personnel Responsible for Testing

The following school district personnel are responsible for the administration of the Nevada CRT:

District Test Director (DTD)

Each district has designated a District Test Director (DTD). The DTD has district-wide responsibility for implementation of test procedures and serves as the point of contact between School Test Coordinators (STCs) and the Nevada Department of Education and Measured Progress. This person has been appointed by the school district superintendent.

School Test Coordinator (STC)

School Test Coordinators (STCs) are designated to serve as the point of contact between the District Test Director (DTD) and their school. They are responsible for ensuring that all testing procedures are followed within the school, training Test Administrators, and maintaining the security of test materials. STCs are appointed by the school principal.

Test Administrator (TA)

Test Administrators are responsible for administering the test(s) according to the procedures contained in this *Test Administrator Manual* and for maintaining the security of test materials. Primary responsibilities include:

- ensuring that test materials are kept secure during test administration
- ensuring that all students understand and follow test administration instructions
- administering the tests in an environment that enables each student to do as well as possible
- conducting the answer booklet edit procedures as described in this manual
- returning all answer booklets, test booklets, scratch paper, and test instructions to your *School Test Coordinator* (STC) each day, after testing is complete

Administration of the CRT Tests at Grade 5

District Test Directors will work with School Test Coordinators to establish testing dates and times. This information will be provided to you by your STC.

The Criterion Referenced Test is intended to be a measure of student proficiency rather than speed; therefore there are no time limits. Students who are working productively should be given as much time as needed to complete the test. Each test consists of two parts and should take approximately 120 minutes to finish (about 60 minutes for each part).

Individual districts will need to provide specific test schedules within the state testing window, keeping in mind that all students who are working productively should be allowed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue. Breaks must not be used as an opportunity to study the content area of a test.

Students requiring additional time beyond the scheduled testing period may need to be relocated to a different testing area or may need to continue working through scheduled breaks. When relocating a student to a different testing location is required, the student should not converse or interact with other students. Test administrators must collect all testing materials from students during relocation and return them once students are situated.

Flexible scheduling is available to school districts as is the order of what test is given on which day. The Nevada Department of Education has published recommendations for test administration in the *Guidelines for the Nevada Proficiency Examination Program, 2004-2005*. Whatever decisions are made in terms of the scheduling, students must not be allowed to return to test items encountered any day prior to the current day of testing or to look ahead to upcoming sessions.

The Nevada Department of Education recommends that an entire content area (for example, Reading) should be completed in a single day. Each content area assessed for the Grade 5 CRT is made up of two parts, which are intended to be administered consecutively with a minimum ten-minute break between the parts. Should a district opt to split administration of two parts of the same content area over a **two-day period** (for example, part 1 of the Reading test is administered on a Monday and part 2 of the Reading test is administered on Tuesday), students must be allowed enough time to complete ALL of part 1 on Monday. In this situation, students cannot revisit their answers to part 1 on Tuesday. If the district opts to administer both parts of a subject on the **same day**, students who require more time to finish the test (once the predetermined end times have been reached) can work on uncompleted items in either part of that content area.

Test administrators must ensure that students utilize the same answer booklet and test booklet throughout all testing sessions. A "Student Name" box has been added to the cover of the CRT test booklets. Students will be instructed to print their name on the cover of their test booklets prior to the administration of the test.

The following guidelines are provided for planning a favorable testing environment:

Size of Testing Sessions. The size of sessions is at each district's discretion, but smaller testing sessions (no more than 30 students) are recommended.

The Room. The primary consideration in choosing a room for test administration is student comfort. Try to use a room that is free from distractions and has adequate light, ventilation, and heating or air conditioning.

Seating. Seating should be arranged to minimize the possibility of students communicating with each other either verbally or visually. Each student should be provided with ample work space in which to use a test booklet, an answer booklet, and scratch paper.

Personnel. One proctor/TA in each testing classroom should administer the examination.

A briefing session should be held for proctors prior to test dates to review instructions and duties, such as distributing and collecting materials, and checking the answer booklets to make sure that students have filled them out correctly. If students are tested in large groups, at least one proctor per 30 students should be provided.

Helping Students. Students are not to be given help with reading or responding to test items, but testing procedures should be made clear. No hints should be given through gestures, facial expressions, or words of encouragement. The test administrator should maintain an impartial and professional attitude. If a student should ask a question about how he/she might answer a question, useful and permissible replies include: "Follow the instructions that you were given," and "Do your best."

Cheating. Any instances of cheating should be handled in the least disruptive manner, consistent with district and school policies. Answer booklets from students who cheat should be submitted in a separate Special Handling envelope with notes of explanation attached to them. Additionally, the test administrator should code INV on the student's answer document for the appropriate subject area(s).

Students Who Finish Early. Some students may finish early. However, ANY students who require the full amount of estimated time should be allowed to work without disruption and without feeling rushed. It may ease the test administrator's job considerably if students bring study materials, books, or other reading materials to occupy their time if they finish early. These materials should not be on students' desks while they are taking tests. For students who finish early, reading is a permissible activity, but students should not talk or in any way disturb others who are still working on their tests.

**FOR INFORMATION ON TESTING STUDENTS
WITH DISABILITIES, PLEASE SEE APPENDIX B.**

**FOR INFORMATION ON TESTING STUDENTS WHO ARE
ENGLISH LANGUAGE LEARNERS, PLEASE SEE APPENDIX C.**

Test Materials

Test Administrators must "sign-out" and "sign-in" each test booklet issued and returned on each day of the test administration on the *School Security Checklist* (see below). Your STC will provide you with the following testing materials:

- this *Test Administration Manual*
- test booklets appropriate for the test(s) that you will administer
- student answer booklets

Ensure that you have the following supplies needed for testing:

- No. 2 pencils with erasers
- scratch paper (for appropriate tests)
- a reliable watch or clock

Sample School Security Checklist

Measured Progress		25 Piscataqua Drive Newington, NH 03801		NEVADA Proficiency Examination Program			
School Security CheckList							
Ship To:							
MP Ship Code:	00000000009406			Date Packed: January 05, 2005			
Contract: 141200	Contract Name: Nevada			Administration: 2004-2005			
County Code:	County Name:	SU Code:	Superintendent Unit Name:				
District Code: 01	District Name: Churchill						
School Code: 401	School Name: Churchill County High School		Grade: 10	Enrollment: 250			
Distribution from the School Test Coordinator (STC) to the Test Administrator(s) (TA)							
School Test Directors: Each day of testing, the TA must initial the "OUT" column when receiving secure test materials. Each day following testing, the STC must initial the "IN" column when the TA returns the Secure Materials. When the Secured Materials are packaged for return, the STC (or designated person) must initial the "PACKAGED FOR RETURN" column. Comments may be written along the margins.							
Class Pack ID	Description	Unit	Qty Shipped				
2500074	Grade 10 HSPE	EA	275				
Test Booklet Numbers	Test Administrator	DAY 1 OUT IN TA STC	DAY 2 OUT IN TA STC	DAY 3 OUT IN TA STC	DAY 4 OUT IN TA STC	DAY 5 OUT IN TA STC	PACKAGED FOR RETURN
0501001826							
0501001827							
0501001828							
0501001829							
0501001830							
0501001831							

MP Ship Code: 00000000009406

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Test Security

Nevada statutes specifically prohibit the disclosure of the content of state examinations. The concern is twofold. First, students should have no knowledge of the test prior to the administration. Second, teachers should have no knowledge of the test content so that “teaching to the test” will not occur either inadvertently or intentionally. (NRS 389.015)

The following is a **summary** of test administration and test security requirements. It is imperative that all guidelines and procedures be strictly adhered to.

1. All individuals involved in the administration of the Nevada *Criterion Reference Tests* (CRT) should be familiar with test preparation procedures, handling test materials, and ensuring test security as described in the *Guidelines for the Nevada Proficiency Examination Manual* and in this *Test Administration Manual*.
2. Test booklets and student answer booklets must be secured in a locked storage room or file cabinet with limited access. The key must not be readily accessible to school personnel.
3. Test booklets are not to be distributed to test administrators until the day of testing, and are to be distributed and collected daily utilizing the *School Security Checklist*. Under no circumstances shall test booklets or student answer booklets be circulated among faculty, other administrators, or peers. Copying **ALL OR ANY PART** of a test booklet or taking notes about the items included on a test is **STRICTLY PROHIBITED**.
4. When not in secure storage, test booklets must remain in the possession of the test administrator or proctor at all times.
5. The tests must be administered strictly in accordance with the instructions outlined in the *Test Administration Manual*. Directions that are to be read to the students must be read exactly as they are written.
6. Students must never be exposed to test items or to the answers to test items prior to, during, or following test administration. **Intentional use of test items in any form (including rewording of such test items) is STRICTLY PROHIBITED.**
7. All persons are prohibited from providing students with the answer to any test item and from making any suggestion as to how to respond to a test item at any time, whether before, during, or after test administration. This prohibition includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal, and/or non-verbal form (including chalkboards, charts, and bulletin boards).
8. All persons are prohibited from changing students' answers to test items whether by providing hints or clues during test administration, correcting wrong answers during test administration, or by erasing or correcting answers or responses recorded by the student.
9. Test sessions should be scheduled so that students cannot obtain test information from other students who have already taken the test.
10. Once testing is complete, all test materials must be returned to the STC no later than the end of the school day on which the test(s) are administered.
11. All known violations of test security procedures shall be documented in writing using the *Report of Test Irregularity* form and forwarded to the District Test Director (DTD).

Test Irregularities

Test Administrators should immediately report any testing irregularities to their STC. A testing irregularity is any occurrence that may inappropriately influence a student's performance.

Examples of testing irregularities include, but are not limited to, the following:

- a student is observed cheating during the testing session
- a teacher or another adult provides improper assistance to student
- testing accommodations specified in a student's IEP, or LEP Participation Form are not provided
- a student is provided an accommodation that is not specified in the student's IEP, or LEP Participation Form
- an excessive disturbance or disruption occurs during the testing session
- a student's test booklet or used answer booklet is missing
- any unused/unassigned test booklet is missing

Part 2 – STUDENT DEMOGRAPHIC DATA

It is highly recommended that school personnel complete the demographic information required on the answer booklets. In doing so, school personnel should defer to school district procedures in circumstances where the procedures indicated in this section are too general or for when specific coding questions arise.

The vast majority of Nevada students have been provided with a “pre-ID” label for the spring 2005 state test administration. We refer to this as a pre-ID label because embedded in the barcode on the label is most of the student identification information that is required by this assessment. The pre-ID label is to be affixed to student answer documents in a designated location. The advantage of the pre-ID labels is that they greatly reduce the burden of filling in ovals (bubbles) on the student answer document. More detail about how to use them is below.

Students have been assigned pre-ID labels based on information provided to the Department of Education in early February by school districts. The information contained on the label should be consistent with information contained in the student information system used in your school. Because of the timing of the initial exchange of information, no pre-ID labels will be available for students who enrolled at your school after the data files were created in early February. In these instances, all student and school information requested on the student answer document must be completed by authorized school personnel. There are a handful of schools in the state (e.g. new charter schools) that have not yet implemented student information systems. Because of this, no labels are available for students enrolled in those schools. Authorized personnel then will need to complete the student and school information requested on the student answer document. Directions are provided below for the coding of answer documents when no pre-ID label is available.

Visible on each pre-ID label are the following pieces of the student’s demographic data:

- Student Name
- Grade Level
- State Assigned Student ID Number
- School Name
- District Code and School Code (combined into **one 5-digit number**, beginning with the 2-digit District code and ending with the 3-digit School code)

Also visible on each label is a barcode. Embedded in this barcode are several additional pieces of identifying data about the student. The following pieces of data are embedded in the barcode, but are not visible on the printed label:

- Region Number (Clark County only)
- Date of Birth
- District Student ID
- Gender
- Ethnicity
- IEP & Former IEP
- LEP & Former LEP
- Eligibility to receive free or reduced priced lunch (FRL)
- Section 504
- Immigrant
- Migrant
- Targeted Title I
- Gifted/Talented

- Years in District (YID)
- Years in School (YIS)

Because you cannot tell from looking at the label what information was previously reported for these categories, you will need to refer to a student roster of information provided to you by your school district to check the accuracy of information listed for each student. The roster lists the information about students that was taken from your student information system on February 28, 2005 by district personnel and reported to the Department of Education for the creation of pre-ID labels. You can verify this information, if necessary, by accessing the student information system at your school. Please check the roster carefully for each student and note any instances of missing or incorrect data. For students with missing or incorrect data, please complete the ovals on the answer document to correct the information; for the categories listed above, you only need to hand-bubble the data that is missing or incorrect. For example, if a student's data is correct except for her years in the district, you only need to complete the correct oval for the **Years in District (YID)** category and not for any of the other categories if the information in those fields is correct.

While the pre-ID labels contain the majority of required student and school information, there are a few pieces of information that may not be known in advance of testing:

- TC (Testing Conditions)
- DNP (Did Not Participate)
- INV (Test Invalidation)
- Special Considerations (SCAAN, Braille, & New in Country)

You must complete the appropriate oval for any student who tests with accommodations or modifications, who does not participate, or whose test must be invalidated.

As noted above, if no pre-ID label is available for a student, the answer document must be completed by authorized personnel or under their supervision (e.g. students may complete certain codes). It is recommended that schools utilizing pre-ID labels for most of their students make any hand-code corrections for pre-ID codes and hand-code the student answer documents for those students without labels prior to test administration. That way, students will not have to sit idly through the scripted directions for completing the demographic section.

Scripted directions for completion of select demographic codes by students are provided below for schools or classes that have no pre-ID labels available to them. Note that authorized school personnel must complete all remaining codes.

If students are to complete the demographic data sections of their answer booklets, the following instructions must be followed exactly. Material that is to be read aloud is printed in **bold type** and preceded by the word **SAY**. All other written information is provided for the administrator and should not be read aloud to the students.

Instructions for Completing Student Information on Answer Booklets

SAY

You will be taking tests in Reading, Mathematics and Science. I will now distribute answer booklets. Please DO NOT make any marks on your answer booklet until I tell you to do so. If you have any questions as we go through the instructions, please raise your hand.

Distribute the answer booklets. Then

SAY

Please follow the instructions as I read them to you. Do not move ahead to a new section until I have read the instructions for that section and have told you to proceed. Are there any questions?

Pause. If necessary, answer questions. Then proceed to read the instructions for all sections that need to be bubbled in by students.

NAME BLOCK:

SAY

Go to the back page of your answer booklet and locate the blocks labeled LAST NAME, FIRST NAME, and MI.

Hold up a sample answer booklet and point to the Name Block.

SAY

Find the block for LAST NAME. Starting with the first box on the far left side, print one letter of your last name in each box. If your last name has more letters than there are boxes, print only as many letters as there are boxes. *(Pause.)* In the block for FIRST NAME, print one letter of your first name in each box. If there are not enough boxes, print only as many letters of your first name as there are boxes. *(Pause.)* In the box labeled MI, print the first letter of your middle name. If you do not have a middle name, do not print anything in this space. *(Pause.)*

Walk around and check to see that each student has completed the Name Block correctly.

SAY

Each box has a column of circles below it. Darken the circle in the first column that has the same letter as the letter in the box above it. Repeat the process for each of the other letters in your name. If you have a blank space in a box, darken the blank circle above the letter A. Darken only one circle in each column. Completely erase any incorrect marks. Be careful not to make any other marks. Are there any questions?

Pause. If necessary, answer questions.

SAY

You may now darken the appropriate circles.

Pause. Check to make sure that each student is darkening the appropriate circles.

DISTRICT NUMBER BLOCK:

SAY

Look next to the student name block. Find the block for DISTRICT NUMBER. In the boxes, write the district number. *(Please provide the appropriate district number from Appendix A for the students by writing it on a blackboard or other area visible to all students.)*

Pause.

SAY

Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.

Pause.

SCHOOL NUMBER BLOCK:

SAY

Next to the District Number block is the SCHOOL NUMBER. In the boxes provided, write in the school number. *(Please provide appropriate school number from Appendix A for the students by writing it on a blackboard or other area visible to all students.)* Then darken the circles for the numbers you wrote in the boxes.

Pause.

REGION NUMBER BLOCK (CLARK COUNTY ONLY):

To be filled out by the Test Administrator. See Part 6 of this manual for further information on coding REGION NUMBER.

STUDENT NUMBER BLOCK:

The Student Number block can be used to fill in the Student ID number assigned by the school district. If the District ID number on the student roster (not visible on the pre-ID label) is incorrect or if a pre-ID label is unavailable for a student, the district-assigned Student ID can be filled in here. The number should be left-justified with no leading zeros. If you have any questions or need to obtain Student Numbers, contact your DTD.

BIRTH DATE BLOCK:

SAY

Locate the block labeled BIRTH DATE. *(Hold up the form and indicate the appropriate box.)* This is for recording your date of birth. In the box for "Month," darken the circle of the month you were born. Are there any questions?

Pause. If necessary, give additional examples or answer questions.

SAY

The next section is labeled "Day." In the boxes, write the day of the month on which you were born, putting one number in each box. If your birthday is the first through the ninth of the month, write a "zero" in the first box and correct number in the second box. For example, if you were born on the fourth day of the month, you would write a "zero" in the first box and a "four" in the second box. If you were born on the sixteenth day of the month, you would write a "one" in the first box and a "six" in the second box. Are there any questions?

Pause. If necessary, give additional examples or answer questions.

SAY

Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.

Pause. Walk around to see that students are darkening the correct circles.

SAY

The next section is labeled "Year." In the empty boxes, write the last two digits of the year in which you were born. For example, if you were born in 1994, you would write a "nine" in the first box and a "four" in the second box. Are there any questions?

Pause. If necessary, give additional examples or answer questions.

SAY

Now beneath each box in which you wrote a number, darken the circle that has the same number as you wrote in the box.

Pause. Walk around to see that the students are darkening the correct circles.

ETHNICITY BLOCK:

Only one circle is to be filled in. If the student considers herself or himself to be a member of two or more groups, she or he is to fill in the space for the one group with which she or he most closely identifies.

SAY

Now look at the bottom right corner of the page, where you can see a box labeled "RACE/ETHNICITY." This is the ETHNICITY block.

Hold up a sample answer document and point to the "Race/Ethnicity" box.

SAY

The Ethnicity block is for recording your ethnic background. The ethnic/racial groups that I am about to describe have been provided by the United States Department of Education. For each group, I will read the group name and the letter code of the space you should darken if you are a member of that group. If you are a member of more than one group, please fill in the space for the one group with which you most closely identify.

The first group is AMERICAN INDIAN OR ALASKAN NATIVE. This group includes people having origins in any of the original peoples of North America who maintain cultural identification through tribal affiliation or community recognition. If you are an American Indian or Alaskan native, darken the circle containing the letter "I" in the Ethnicity block.

The next group is ASIAN OR PACIFIC ISLANDER. This group includes people having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, Hawaii, and Samoa. If you are an Asian or Pacific Islander, darken the circle containing the letter "A" in the Ethnicity block.

The next group is HISPANIC. This includes people of Mexican, Puerto Rican, Cuban, Central and South America, or other Spanish culture or origin, regardless of race. If you are Hispanic, darken the circle containing the letter "H" in the Ethnicity block.

The next group is BLACK, NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the Black racial groups of Africa. If you are Black, darken the circle containing the letter "B" in the Ethnicity block.

The next group is CAUCASIAN (White), NOT OF HISPANIC ORIGIN. This group includes people having origins in any of the original peoples of Europe, North Africa, or the Middle East. If you are White, and not of Hispanic origin, darken the circle containing the letter "C" in this block. Please make sure that you have filled in one and only one circle in the RACE/ETHNICITY block. Are there any questions?

Answer students' questions and allow them time to complete the Ethnicity section.

SAY

Check again to make sure that you have filled in only one bubble in this block.

GENDER BLOCK:

SAY

Now find the GENDER block. If you are a girl, darken the circle next to the word "Female."
If you are a boy, darken the circle next to the word "Male."

Pause.

SAY

Please erase any stray pencil marks you may have made on your answer booklet.

Pause.

The remaining sections of the demographic page will be completed after testing as explained in Part 6 of this manual.

Please verify the students' completion of the demographic data and check the demographic page of each student's answer booklet for completeness and accuracy.

Note: Sample student demographic and answer block pages from the 2005 CRT Grade 5 Answer Booklet appear on the following pages for your reference.

Part 3 – READING TEST INSTRUCTIONS

The Reading test consists of two parts. Each part will take approximately 60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils and erasers. The demographic information in the answer booklets must be completed prior to testing. Correct demographic information is extremely important and therefore should be checked very carefully by an adult.

Note: If this is the first content area administered, please read the directions from the beginning. If another content area has been previously administered, you may omit the directions for filling out "Student Name" on the test booklet and "Version Number" on the answer booklet.

Instructions for Reading test – Part 1

SAY

I will now pass out the test booklets. These test booklets contain the Reading, Mathematics and Science tests. At this time, we are going to work on the Reading test.

Pass out the test booklets in the order they are packaged. Make sure each student receives their pre-ID labeled answer booklet (or the booklet used to fill out their demographic data).

SAY

Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided.

Check to be sure that each student has printed their name on the front cover of his/her test booklet.

SAY

Look at the front cover of your test booklet. Find the large 5 in the top right corner of the test booklet. The VERSION number for your test booklet is printed below the large 5. This is the VERSION number you will mark in your answer booklet.

Check to be sure that each student has found the VERSION number on his/her test booklet.

SAY

Look at Page 2 of your answer booklet and find the word "Reading" at the top left corner of the page. Above the word "Reading" is a shaded box with the word "VERSION" and five numbered circles.

Check to be sure that each student has found the correct box.

SAY

Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it. If your test booklet is VERSION 2, you will darken the circle with a "2" in it. Does anyone have a question?

Answer any questions the students may have. Be sure they have filled in the correct VERSION number in their answer booklets.

SAY

Now open your test booklet to Page 1. The top of the page is titled *Directions for Reading*.

Hold up a sample test booklet that is open to Page 1. Check to be sure students have opened their test booklets to the correct page.

SAY

Please listen carefully as I review the directions for the Reading test.

"There are reading questions in this test booklet for you to answer. Do not mark or write your answers in this booklet. Instead, mark or write them in the answer booklet. Each time you answer a question, be sure the number in the answer booklet is the same as the number of the question you are answering in the test booklet.

DO NOT WASTE TIME ON HARD QUESTIONS. If you find a question is taking a lot of your time, come back to it later. **ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION IN YOUR ANSWER BOOKLET.**

Some questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. In your answer booklet, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

Other questions ask you to write an answer. Each of these questions tell you on which page of the answer booklet to write your answer. Read the question carefully. Then find the correct page in your answer booklet and write your answer. Be sure to write enough to answer the question completely.

You may write or mark in your test booklet; however, you must write or mark your final answer in your answer booklet. Make no stray or unnecessary marks in your answer booklet.

Let's work through the sample passage and questions together to be sure you understand the directions." Are there any questions?

Pause. Answer any questions.

SAY

Now look at the boxed passage and sample questions below. We will read the passage and answer the questions together. The answers to the questions must be marked in your answer booklet. Before we read the passage and questions, let's find where we will mark

the answers in the answer booklet. Look at page 2 of your answer booklet and locate the word "Reading" at the top.

Hold up this page in the answer booklet and point out the word "Reading."

SAY

To the right of the word "Reading" are three boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in the boxes. Are there any questions?

Answer any questions the students may have. Check to be sure the students have found the correct place in their answer booklets.

SAY

Now we will go back to the test booklet and read the sample passage.

Make sure everyone has found the sample passage and questions.

SAY

Read the passage to yourselves as I read it aloud. "The Best Tree House in Town. Mary and Juan planned to construct a tree house. On the first day, Juan got the wood while Mary got the other things they needed. It took two days to make the house. On the third day, they had a party for their friends. Everyone thought it was the best tree house in town."

Pause for students to think about the passage.

SAY

Now look at the first question below the passage. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud. "In the story what does the word construct mean? A – draw; B – build; C – find; D – paint."

Pause.

SAY

Mark your answer to the question in the box labeled "Sample A" in the Reading section of your answer booklet.

Pause while students mark their answers in their answer booklets.

SAY

Which circle did you mark?

Pause for replies.

SAY

The word construct means "build," so "B" is the correct answer. You should have filled in the circle with the letter B in it. Does anyone have a question?

Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place in their answer booklet.

SAY

Now look at the "Sample B" question in your test booklet. Read the question and answer choices to yourself. Then mark the circle for your answer in the box labeled "Sample B" in the Reading section of your answer booklet.

Pause while students mark their answers.

SAY

Which circle did you mark?

Pause for replies.

SAY The correct answer is "B," *hard-working*. You should have marked the circle with the letter B in it. Does anyone have a question?

Answer questions, if necessary.

SAY Now read the "Sample C" question and answer choices in your test booklet. Then mark the circle for your answer in the box labeled "Sample C" in the Reading section of your answer booklet.

Pause while students mark their answers.

SAY Which circle did you mark?

Pause for replies.

SAY The correct answer is "A," *had a party for their friends*. You should have marked the circle with the letter A in it. Does anyone have a question?

Answer questions, if necessary.

SAY Some questions require longer, written answers to questions about the passages that you will read in the test. You will write your answers to these questions in your answer booklet. You will know when you reach one of these questions in your test booklet because it will have a box before it that tells on which page of your answer booklet to write your answer.

Turn the pages in the test booklet until you find question 12. Then hold up the test booklet and point out the box before question 12.

SAY For example, question number 12 is one of these questions. You will write your answer to question number 12 on Page 3 in your answer booklet.

Hold up answer booklet turned to Page 3.

SAY Some of these questions may have more than one part. Be sure that you answer each part and follow all directions given in the question. There is a checklist on page 2 of your test booklet that will guide you in answering these written questions. Read this list carefully before and after you have written your answer. Are there any questions?

Pause and answer any questions.

SAY The Reading Test is divided into two parts: Part 1 and Part 2. When you have finished Part 1, we will take a break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are there any questions?

Answer any questions.

SAY We are now ready to begin Part 1 of the Reading Test. Read each question carefully. Then mark or write your answers in the Reading section of your answer booklet. Do not go past the page with a stop sign until you are told to do so. Are there any questions?

Answer any questions.

SAY Turn to the beginning of the Reading test and start working.

Pause and answer any questions.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer booklet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan to accommodate students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 1 or a predetermined end time is reached,

SAY We will now take our break. Place your answer booklet inside your test booklet to hold your place. Then close your test booklet. Students who would like more time to complete this test should raise their hand and *(insert DISTRICT PLAN.)*

Before the break, instruct students to leave test materials on their desks

OR

Collect each student's test materials and secure them in locked storage until testing resumes

Instructions for Reading test – Part 2

Reminder: If Part 2 is administered on a different day than Part 1, students cannot go back to check their work in Part 1. They will be allowed to check their work in Part 2 ONLY. If Part 2 is administered the same day as Part 1, students can go back and check both Part 1 and Part 2 of the test (see directions below).

When testing resumes,

SAY Open your test booklets and remove your answer booklet. We will begin working on Part 2 of the Reading test. Continue to work until you reach the page with a STOP sign. Are there any questions?

Answer any questions.

SAY If you finish early, you may go back and check your work on *(insert "Part 1 and 2" or "Part 2 only")* of the Reading test. DO NOT work on the Mathematics or Science sections of the test. You should have plenty of time to complete the Reading test. When you have finished, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?

Answer any questions.

SAY You may begin working.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer booklet. Since this is not a timed test, students should be given unlimited time to finish so long as they are working productively. Follow your district's plan to accommodate students who have not completed the

test if a predetermined end time has been scheduled. When most students have finished Part 2 or a predetermined end time is reached,

SAY

The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this test should raise their hand and *(insert DISTRICT PLAN.)*

If you completed testing for the day, collect all test booklets and answer booklets. Follow the answer booklet edit procedures in Part 6 of this manual and return all test booklets, student answer booklets and any test materials to your STC.

Part 4 – MATHEMATICS TEST INSTRUCTIONS

The Mathematics test consists of two parts. Each part will take approximately 60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils, scratch paper and erasers. The demographic information in the answer booklets must be completed prior to testing. Correct demographic information is extremely important and therefore should be checked very carefully by an adult.

Note: If this is the first content area administered, please read the directions from the beginning. If another content area has been previously administered, you may omit the directions for filling out "Student Name" on the test booklet and "Version Number" on the answer booklet.

Instructions for Mathematics test – Part 1

SAY

I will now pass out the test booklets. These test booklets contain the Reading, Mathematics and Science tests. At this time, we are going to work on the Mathematics test.

Pass out the test booklets in the order they are packaged. Make sure each student receives their pre-ID labeled answer booklet (or the booklet used to fill out their demographic data).

SAY

Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided.

Check to be sure that each student has printed their name on the front cover of his/her test booklet.

SAY

Look at the front cover of your test booklet. Find the large 5 in the top right corner of the test booklet. The VERSION number for your test booklet is printed below the large 5. This is the VERSION number you will mark in your answer booklet.

Check to be sure that each student has found the VERSION number on his/her test booklet.

SAY

Look at Page 2 of your answer booklet and find the word "Reading" at the top left corner of the page. Above the word "Reading" is a shaded box with the word "VERSION" and five numbered circles.

Check to be sure that each student has found the correct box.

SAY

Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it. If your test booklet is VERSION 2, you will darken the circle with a "2" in it. Does anyone have a question?

Answer any questions the students may have. Be sure they have filled in the correct VERSION number in their answer booklets.

SAY

Now open your test booklet to page 45. The top of the page is titled *Directions for Mathematics*.

Hold up a sample test booklet and show students the directions for the Mathematics test on page 45. Check to be sure that each student has opened his/her test booklet to the correct page.

SAY

Please listen carefully as I review the directions for the Mathematics test.

"There are problems in this test booklet for you to solve. Do not mark or write your answers in this booklet. Instead, mark or write them in the answer booklet. Each time you answer a problem, be sure the number in the answer booklet is the same as the number of the question you are answering in the test booklet.

DO NOT WASTE TIME ON HARD QUESTIONS. If you find a question is taking a lot of your time, come back to it later. **ALSO, BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION IN YOUR ANSWER BOOKLET.**

Some questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. In your answer booklet, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

Other questions ask you to write an answer. Each of these questions tell you on which page of the answer booklet to write your answer. Read the question carefully. Then find the correct page in your answer booklet and write your answer. Be sure to write enough to answer the question completely.

You may write or mark in your test booklet; however, you must mark your final answer in your answer booklet. Make no stray or unnecessary marks in your answer booklet.

Let's work through the sample questions together to be sure you understand the directions." Are there any questions? (*Pause and answer any questions.*)

Now look at the boxed sample problems below. We will read them and solve them together. The answers to the questions must be marked in your answer booklet. Before we read the problems, let's find where we will mark the answers in your answer booklet. Find the word "Mathematics" on page 2 of your answer booklet.

Hold up this page in the answer booklet and point out the word "Mathematics."

SAY

To the right of the word "Mathematics" are three boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in these boxes. Are there any questions?

Answer any questions the students may have.

SAY

Now we will go back to the test booklet and read the sample questions.

Make sure everyone has found the sample questions in the test booklet.

SAY

Now look at the first question. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud. "What is the sum of 7 and 5? A – 7; B – 10; C – 12; D – 24."

Pause.

SAY

Mark your answer to the question in the box labeled "Sample A" in the Mathematics section of your answer booklet.

Pause while students mark their answers in their answer booklets.

SAY

Which circle did you mark?

Pause for replies.

SAY

The sum of 7 and 5 is 12, so "C" is the correct answer. You should have marked the circle with the letter C in it. Does anyone have a question?

Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place in their answer booklets.

SAY

Now look at Sample B in your test booklet. Read the question and answer choices to yourself. Then mark the circle for your answer in the box labeled "Sample B" in the Mathematics section of your answer booklet.

Pause while students mark their answers.

SAY

Which circle did you mark?

Pause for replies.

SAY

The correct answer is "B," *You have fewer apples than your friend.* You should have marked the circle with the letter B in it. Does anyone have a question?

Answer questions, if necessary.

SAY

Now read the Sample C question and answer choices in your test booklet. Then mark the circle for your answer in the box labeled "Sample C" in the Mathematics section of your answer booklet.

Pause while students mark their answers.

SAY Which circle did you mark?

Pause for replies.

SAY The correct answer is "C," *fifteen cents*. You should have marked the circle with the letter C in it. Does anyone have a question?

Answer questions, if necessary.

SAY Some questions require longer, written answers to questions and may ask you to show your work or explain your answers. You will write your answers to these questions in your answer booklet. You will know when you reach one of these questions in your test booklet because it will have a box before it that tells on which page of your answer booklet to write your answer.

Hold up a test booklet turned to the page with question 16 and point out the box before question 16.

SAY For example, question number 16 is one of these questions. You will write your answer to question 16 on Page 7 of your answer booklet.

Hold up an answer booklet turned to Page 7.

SAY Some of these questions may have more than one part. Be sure that you answer each part and follow all directions given in the question. There is a checklist on page 46 of your test booklet that will guide you in answering these written questions. Read this list carefully before and after you have written your answer. Are there any questions?

Pause and answer any questions.

SAY The Mathematics Test is divided into two parts: Part 1 and Part 2. When you have finished Part 1, we will take a short break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are there any questions?

Answer any questions.

SAY We are now ready to begin Part 1 of the Mathematics Test. Read each question carefully. Be sure to mark your answers in the Mathematics section of your answer booklet. Do not go past the page with a STOP sign until you are told to do so. Are there any questions?

Answer any questions.

SAY Turn to the beginning of the Mathematics test and start working.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer booklet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan for accommodating students who have not completed

the test if a predetermined end time has been scheduled. When most students have finished Part 1 or a predetermined end time is reached,

SAY

We will now take our break. Place your answer booklet in your test booklet to hold your place. Then close your test booklet. Students who would like more time to complete this section should raise their hand and *(insert DISTRICT PLAN)*.

Before the break, instruct students to leave test materials on their desks

OR

Collect each student's test materials and secure them in locked storage until testing resumes

Instructions for Mathematics test – Part 2

Reminder: If Part 2 is administered on a different day than Part 1, students cannot go back to check their work in Part 1. They will be allowed to check their work in Part 2 ONLY. If Part 2 is administered the same day as Part 1, students can go back and check both Part 1 and Part 2 of the test (see directions below).

When testing resumes,

SAY

Open your test booklets and remove your answer booklet. We will begin working on Part 2 of the Mathematics test. Continue to work until you reach the page with a STOP sign. Are there any questions?

Answer any questions.

SAY

If you finish early, you may go back and check your work on *(insert "Part 1 and 2" or "Part 2 only")* of the Mathematics test. DO NOT work on the Reading or Science sections of the test. You should have plenty of time to complete the Mathematics test. When you have finished, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?

Answer any questions.

SAY

You may begin working.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer booklet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan for accommodating students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 2 or a predetermined end time is reached,

SAY

The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should raise their hand and *(insert DISTRICT PLAN)*.

If you completed testing for the day, collect all test booklets and answer booklets. Follow the answer booklet edit procedures in Part 6 of this manual and return all test booklets, student answer booklets and any test materials to your STC.

Part 5 – SCIENCE TEST INSTRUCTIONS

The Science test consists of two parts. Each part will take approximately 60 minutes to complete. Students who are working productively should be given as much time as needed to complete the test. The district/school might want to consider taking advantage of the midpoints of each test by scheduling breaks to minimize the effect of fatigue.

Students who need more time may need to continue working through the scheduled break or may need to be relocated to a different testing location, depending on the length of the break. Breaks must not be used as an opportunity to study the content area of a test. If students need to be relocated, the test administrator must first collect all testing materials from students. Students should not converse or interact with other students during the relocation, and testing materials will be returned once they are situated.

See that all students are quietly seated and have clear desks, except for pencils, scratch paper, and erasers. The demographic information in the answer booklets must be completed prior to testing. Correct demographic information is extremely important and therefore should be checked very carefully by an adult.

Note: If this is the first content area administered, please read the directions from the beginning. If another content area has been previously administered, you may omit the directions for filling out "Student Name" on the test booklet and "Version Number" on the answer booklet.

Instructions for Science test – Part 1

SAY

I will now pass out the test booklets. These test booklets contain the Reading, Mathematics and Science tests. At this time, we are going to work on the Science test.

Pass out the test booklets in the order they are packaged. Make sure each student receives their pre-ID labeled answer booklet (or the booklet used to fill out their demographic data).

SAY

Locate the box marked "Student Name" on the front cover of your test booklet. Print your first and last name on the front cover of your test booklet in the space provided.

Check to be sure that each student has printed their name on the front cover of his/her test booklet.

SAY

Look at the front cover of your test booklet. Find the large 5 in the top right corner of the test booklet. The VERSION number for your test booklet is printed below the large 5. This is the VERSION number you will mark in your answer booklet.

Check to be sure that each student has found the VERSION number on his/her test booklet.

SAY

Look at Page 2 of your answer booklet and find the word "Reading" at the top left corner of the page. Above the word "Reading" is a shaded box with the word "VERSION" and five numbered circles.

Check to be sure that each student has found the correct box.

SAY

Now fill in the circle with the VERSION number that is on your test booklet. For example, if you have VERSION 1 on your test booklet, you will darken the circle with a "1" in it. If your test booklet is VERSION 2, you will darken the circle with a "2" in it. Does anyone have a question?

Answer any questions the students may have. Be sure they have filled in the correct VERSION number in their answer booklets.

SAY

Now open your test booklet to page 79. The top of the page is titled *Directions for Science*.

Hold up a sample test booklet and show students the directions for the Science test on page 79. Check to be sure that each student has opened his/her test booklet to the correct page.

SAY

Please listen carefully as I review the directions for the Science test.

"There are science questions in this test booklet for you to answer. Do not mark or write your answers in this booklet. Instead, mark or write them in the answer booklet. Each time you answer a question, be sure the number in the answer booklet is the same as the number of the question you are answering in your test booklet.

DO NOT WASTE TIME ON HARD QUESTIONS. If you find a question is taking a lot of your time, come back to it later. **BE SURE TO SKIP THE ANSWER SPACE FOR THAT QUESTION IN YOUR ANSWER BOOKLET.**

Some questions ask you to choose the correct answer. Each of these questions has only one correct answer. The correct answer is one of four possibilities listed under each question. The possible answers are labeled A, B, C, or D. Decide which answer choice is the correct answer and note which letter appears next to it. In your answer booklet, find the number for that question and fill in the circle that contains the letter for that answer. Use a pencil and make sure the circle is completely filled in.

If you mark an answer for a question and then wish to change it, erase the wrong mark completely before filling in the correct answer. Only one answer may be marked for each question. If two circles are filled in for the same question, that question will be scored as incorrect.

Other questions ask you to write an answer. Each of these questions tell you on which page of the answer booklet to write your answer. Read the question carefully. Then find the correct page in your answer booklet and write your answer. Be sure to write enough to answer the question completely.

You may write or mark in your test booklet; however, you must write or mark your final answer in your answer booklet. Make no stray or unnecessary marks in your answer booklet.

Let's work through the sample questions together to be sure you understand the directions." Are there any questions?

Pause and answer any questions.

SAY

Now look at the boxed sample questions below the directions. We will read and answer them together. The answers to the sample questions must be marked in your answer booklet. Before we read the problems, let's find where we will mark the answers in the answer booklet. Find the word "Science" on Page 2 of your answer booklet.

Hold up this page in the answer booklet and point out the word "Science."

SAY

To the right of the word "Science" are three boxes. The boxes are labeled Sample A, Sample B, and Sample C. You will mark your answers for each of the sample questions in these boxes. Are there any questions?

Pause.

SAY

Now we will go back to the test booklet and read the sample questions.

Make sure everyone has found the sample passage and questions.

SAY

Look at the first question. It is labeled "Sample A." Read the question and answer choices to yourself as I read them aloud. "Which of these is a living thing?
A – a tree; B – a ball; C – a candle; D – a cloud."

Pause.

SAY

Mark your answer to the question in the box labeled "Sample A" in the Science section of your answer booklet.

Pause while students mark their answers in their answer booklets.

SAY

Which circle did you mark?

Pause for replies.

SAY

The correct answer is "A", a tree. You should have filled in the circle with the letter A in it. Does anyone have a question?

Answer any questions students may have. Some students may need to change their answers. Check to be sure the students are marking their answers in the correct place in their answer booklets.

SAY

Now look at "Sample B" in your test booklet. Read the question and answer choices to yourself. Then mark your answer to the question in the box labeled "Sample B" in the Science section of your answer booklet.

Pause while students mark their answer.

SAY

Which circle did you mark?

Pause for replies.

SAY

The correct answer is "D," the sun. You should have marked the circle with the letter D in it. Does anyone have a question?

Answer questions, if necessary.

SAY

Now read the "Sample C" question and answer choices in your test booklet. Then mark your answer to the question in the box labeled "Sample C" in the Science section of your answer booklet.

Pause while students mark their answers.

SAY Which circle did you mark?

Pause for replies.

SAY The correct answer is “B”, *Wind blows across the water surface*. You should have filled in the circle with the letter B in it. Does anyone have a question?

Answer any questions, if necessary.

SAY Some questions require longer, written answers and may ask you to show your work or explain your answers. You will write your answers to these questions in your answer booklet. You will know when you reach one of these questions in your test booklet because it will have a box before it that tells on which page of your answer booklet to write your answer.

Hold up a test booklet turned to the page containing question 14 and point out the box before question 14.

SAY For example, question number 14 is one of these questions. You will write your answer to question number 14 on Page 11 of your answer booklet.

Hold up an answer booklet turned to page 11.

SAY Some of these questions may have more than one part. Be sure that you answer each part and follow all directions given in the question. There is a checklist on page 80 of your test booklet that will guide you in answering these written questions. Read this list carefully before and after you have written your answer. Are there any questions?

Answer any questions.

SAY The Science Test is divided into two parts: Part 1 and Part 2. Work on Part 1 until you come to the stop sign. When you have finished Part 1, we will take a short break. If you finish Part 1 before time for the break, you may go back and check your answers on Part 1. Do not begin working on Part 2 of the test. Are there any questions?

Answer any questions.

SAY We are now ready to begin Part 1 of the Science Test. Read each question carefully. Be sure to mark or write your answers in your answer booklet. Do not go past the page with the stop sign until you are told to do so. Are there any questions?

Answer any questions.

SAY Turn to the beginning of the Science test and start working.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer booklet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district’s plan for accommodating students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 1 or a predetermined end time is reached,

SAY

We will now take our break. Place your answer booklet in your test booklet to hold your place. Then close your test booklet. Students who would like more time to complete this section should raise their hand and *(insert DISTRICT PLAN)*.

Before the break, instruct students to leave test materials on their desks

OR

Collect each student's test materials and secure them in locked storage until testing resumes.

Instructions for Science test – Part 2

Reminder: If Part 2 is administered on a different day than Part 1, students cannot go back to check their work in Part 1. They will be allowed to check their work in Part 2 ONLY. If Part 2 is administered the same day as Part 1, students can go back and check both Part 1 and Part 2 of the test (see directions below).

When testing resumes,

SAY

Open your test booklets and remove your answer booklet. We will begin working on Part 2 of the Science test. Continue to work until you reach the page with a STOP sign. Are there any questions?

Answer any questions.

SAY

If you finish early, you may go back and check your work on *(insert "Part 1 and 2" or "Part 2 only")* of the Science test. DO NOT work on the Reading or Mathematics sections of the test. You should have plenty of time to complete the Science test. When you have finished, have checked over your work, and would like to read, raise your hand and I will collect your test materials. Then you may read what you have brought with you, but you must not talk or disturb others who are still working. Does anyone have a question?

Answer any questions.

SAY

You may begin working.

While students are working, circulate to ensure that students are working on the correct test and are entering their answers in the correct section of their answer booklet. Since this is not a timed test, students should be given unlimited time to finish the test so long as they are working productively. Follow your district's plan for accommodating students who have not completed the test if a predetermined end time has been scheduled. When most students have finished Part 2 or a predetermined end time is reached,

SAY

The testing period has now ended. Please put your pencil down and close your test booklet. Students who would like more time to complete this section should raise their hand and *(insert DISTRICT PLAN)*.

If you completed testing for the day, collect all test booklets and answer booklets. Follow the answer booklet edit procedures in Part 6 of this manual and return all test booklets, student answer booklets and any test materials to your STC.

Part 6 – ANSWER BOOKLET EDIT PROCEDURES

Errors in coding the demographic information on the answer booklets may result in inaccurate reports or delays in reporting test results. Contact your district office for questions regarding student demographic information.

Following test administration, all students answer booklets should be reviewed for the following:

- Ensure that there are no stray pencil marks outside of the answer spaces or bubbled areas to be machine scored.
- All marks to be machine scored are marked darkly in pencil.
- All erasures are complete.
- All sections have been bubbled appropriately (if applicable).

Program Codes

IEP: a student who is identified as having a disability and is provided placement and services consistent with the *Individuals with Disabilities Education Act* (IDEA). **This includes a student with an IEP for speech or language.** Students identified only as Gifted and/or Talented are not included here.

Former IEP: a student who was identified in the past as having a disability and was provided placement and services consistent with the IDEA. The student was determined no longer eligible for special education services and an IEP is NOT currently in effect.

504: a student identified in accordance with section 504 of the *Rehabilitation Act of 1973* and who has a Section 504 plan.

LEP: a student who speaks a language other than English or has another language other than English spoken in the home **and** participates in an English language instructional program. Monitored LEP students should be coded as LEP.

Former LEP: a student who speaks a language other than English or has another language other than English spoken in the home and has **previously** participated in an English language instructional program. The student has exited from the program by achieving an exit score on the current assessment of English language proficiency and the *approaching proficiency* designation on any one state-mandated assessment.

Immigrant: an individual (age 3-21) enrolled in a school who was not born in the United States and who has not been attending schools in the United States for more than three (3) full academic years. (In Nevada, an academic year is from count day to testing day.)

F/RL: a student who qualifies for the Free or Reduced Lunch Program. A student, particularly a secondary student, who is identified by the school or school district as being economically disadvantaged by any other means will also be coded here.

MG: a migrant student who has an approved Certificate of Eligibility on file with the Nevada Department of Education.

T1 (Title 1 Target): a student who has been identified for services in a school receiving Title I Targeted Assistance funding. Note: In Nevada, most Title I students are enrolled in school-wide programs and are **not** included in this category.

G/T: a student who has been identified as Gifted and/or Talented according to district definition. This code is for district/school use only.

Student Information Codes

Years In District (YID) must be completed by school personnel as follows:

- | | |
|------------------|--|
| After CD | Student enrolled in the district after count day, or student who initially enrolled before count day but who has not been continuously enrolled since count day. |
| Before CD | Student continuously enrolled in the district from and including count day or before. |

Years In School (YIS) must be completed by school personnel as follows:

- | | |
|------------------|---|
| After CD | Student enrolled in the school after count day, or student who initially enrolled before count day but who has not been continuously enrolled from and including count day. |
| Before CD | Student continuously enrolled in the district from and including count day or before. |

Testing Conditions (TC) applies only to a student with an IEP, a student with a Section 504 plan, or a student identified as Limited English Proficient (LEP), and only if the student used accommodations on the test. In these cases, fill in the bubble indicating the conditions under which the student took the Reading or Math sections of the test.

- | | |
|----------|---|
| R | REGULAR CONDITIONS (no accommodations) |
| A | ACCOMMODATIONS (formerly called "Permissible Accommodations") |
| M | MODIFICATIONS (IEP students only) (formerly called "Non-Permissible Accommodations") |

Did Not Participate (DNP) should be completed if a student does not take the test. Fill in the appropriate bubble.

- | | |
|----------|---|
| A | ABSENT if the student is currently enrolled but is absent for test administration. |
| O | OTHER if the student is enrolled but did not participate for some other reason. |

Invalidation (INV) should be completed only if a student's test must be invalidated. If this code is marked, the student's participation will not count for AYP purposes nor will the student be considered proficient. This procedure replaces the previous practice of marking all the bubbles in the first five or six rows in the answer section of the test involved (CRT, HSPE, or ITBS/ITED).

- | | |
|----------|---|
| I | INVALIDATION if the student's test has been invalidated. |
|----------|---|

Special Considerations (SPC CON)

- | | |
|----------|---|
| S | SCAAN if the student is administered the state's alternate assessment (Skills and Competencies Alternative Assessment of Nevada). |
| B | BRAILLE if the student is administered a Braille version of the assessment. |
| N | NEW IN COUNTRY for an immigrant student identified as LEP who in the current school year is enrolled for the first time in a United States school. |

Race/Ethnicity

- I** American Indian/Alaskan Native
- A** Asian/Pacific Islander
- H** Hispanic
- B** Black, not of Hispanic origin
- C** White, not of Hispanic origin

Region Number (Clark County only)

NOTE: If school is NOT in Clark County district, leave this section **BLANK** (do not fill in)

- 0** N/A
- 1** Northeast
- 2** East
- 3** Southeast
- 4** Southwest
- 5** Northwest
- 6** N/A
- 7** **No region – fill in circle 7 if school is classified by CCSD as either:
CSS (Central Student Support); or
ESD (Education Services Division)**
- 8** N/A
- 9** N/A

(If further information for Region Number is needed, contact your DTD.)

APPENDIX A

District and School Number List

01 CHURCHILL COUNTY SCHOOL DISTRICT

01 CHURCHILL

01 205 Best E S
 01 401 Churchill Co H S
 01 301 Churchill Co Jr H S
 01 201 Cottage
 01 206 Lahontan E S
 01 202 Northside E S
 01 207 Numa E S
 01 204 West End E S

21 CHURCHILL ALT

21 902 Churchill Co Adult

41 CHURCHILL CHARTER

41 402 Gateways to Success

81 HOME SCHOOLED

81 888 Churchill Home Sch

02 CLARK COUNTY SCHOOL DISTRICT

02 CLARK

02 131 Adams E S
 02 231 Adcock E S
 02 420 Advanced Tech Acad
 02 178 Alamo E S

02 137 Bartlett E S
 02 406 Basic H S
 02 280 Bass E S
 02 108 Beatty E S
 02 327 Becker M S
 02 248 Beckley E S
 02 236 Bell E S
 02 138 Bendorf E S
 02 292 Bennett E S
 02 271 Bilbray E S
 02 101 Blue Diamond E S
 02 411 Bonanza H S
 02 157 Bonner E S

02 348 Cadwallader M S
 02 225 Cahlan E S
 02 155 Cambeiro E S
 02 349 Canarelli M S
 02 316 Cannon M S
 02 429 Canyon Spgs H S
 02 171 Carl E S
 02 219 Carson E S
 02 158 Cartwright E S
 02 304 Cashman M S
 02 607 Centennial H S
 02 409 Chaparral H S
 02 415 Cheyenne H S
 02 109 Christensen E S
 02 414 Cimarron Mem H S
 02 401 Clark H S

02 151 Allen E S
 02 140 Antonello E S
 02 413 Area Tech Trade Ctr

02 601 Boulder City H S
 02 279 Bowler Grant E S
 02 159 Bowler Joseph E S
 02 246 Bracken E S
 02 307 Bridger M S
 02 306 Brinley M S
 02 179 Brookman E S
 02 319 Brown M S
 02 147 Bruner E S
 02 148 Bryan Richard E S
 02 156 Bryan Roger E S
 02 163 Bunker E S
 02 211 Booker E S

02 422 Comm Coll East H S
 02 426 Comm Coll South H S
 02 423 Comm Coll West H S
 02 184 Conners E S
 02 612 Coronado H S
 02 165 Cortez E S
 02 335 Cortney M S
 02 293 Cox Clyde E S
 02 126 Cox David E S
 02 180 Cozine E S
 02 223 Craig E S
 02 342 Cram M S
 02 205 Crestwood E S
 02 233 Culley E S
 02 125 Cunningham E S

02	130	Dailey E S	02	106	Deskin E S
02	172	Darnell E S	02	300	Detwiler E S
02	220	Dearing E S	02	263	Diskin E S
02	269	Decker E S	02	266	Dondero E S
02	430	Del Sol H S	02	111	Dooley E S
02	124	Derfelt E S	02	417	Durango H S
02	609	Desert Pines H S			
02	212	Earl Ira E S	02	118	Eisenberg E S
02	296	Earl Marion E S	02	410	Eldorado H S
02	267	Edwards E S	02	164	Elizondo E S
02	257	Ferron E S	02	608	Foothill H S
02	347	Fertitta M S	02	308	Fremont M S
02	352	Findlay M S	02	268	French E S
02	143	Fitzgerald E S	02	272	Frias E S
02	119	Fong E S	02	240	Fyfe E S
02	276	Galloway E S	02	102	Goodsprings E S
02	167	Garehime E S	02	186	Goolsby E S
02	318	Garrett M S	02	275	Gragson E S
02	302	Garside M S	02	278	Gray E S
02	181	Gehring E S	02	416	Green Vly H S
02	120	Gibson E S	02	324	Greenspun M S
02	310	Gibson M S	02	208	Griffith E S
02	206	Gilbert E S	02	317	Guinn M S
02	185	Givens ES	02	161	Guy E S
02	153	Goldfarb E S			
02	207	Hancock E S	02	210	Hewetson E S
02	261	Harmon E S	02	122	Hill E S
02	346	Harney M S	02	297	Hinman E S
02	262	Harris E S	02	202	Hoggard E S
02	168	Hayes E S	02	273	Hollingsworth E S
02	229	Heard E S	02	350	Hughes M S
02	173	Heckethorn E S	02	187	Hummel E S
02	129	Herr E S	02	303	Hyde Park M S
02	209	Herron E S			
02	252	Indian Spgs E S	02	336	Indian Spgs M S
02	604	Indian Spgs H S	02	182	Iverson E S
02	123	Jacobson E S	02	323	Johnson M S
02	135	Jydstrup E S			
02	133	Kahre E S	02	107	Kim E S
02	134	Katz E S	02	136	King Martha E S
02	332	Keller M S	02	105	King Martin E S
02	226	Kelly E S	02	309	Knudson M S
02	169	Kesterson E S			
02	237	Lake E S	02	222	Lincoln E S
02	166	Lamping E S	02	270	Long E S
02	418	Las Vegas Acad	02	144	Lowman E S
02	402	Las Vegas H S	02	141	Lummis E S
02	321	Laughlin Jr S H S	02	103	Lundy E S
02	337	Lawrence M S	02	117	Lunt E S

02	341	Leavitt M S	02	115	Lynch E S
02	428	Liberty H S	02	329	Lyon M S
02	331	Lied M S			
02	277	Mack E S	02	112	Mendoza E S
02	217	Mackey E S	02	274	Miller Sandy E S
02	213	Manch E S	02	338	Miller Bob M S
02	353	Mannion M S	02	215	Miller, John F.
02	311	Martin M S	02	250	Mitchell E S
02	281	Martinez E S	02	602	Moapa Vly H S
02	132	May E S	02	424	Mojave H S
02	234	McCall E S	02	333	Molasky M S
02	249	McCaw E S	02	343	Monaco M S
02	298	McDoniel E S	02	282	Moore E S
02	113	McMillan E S	02	162	Morrow E S
02	218	McWilliams E S	02	228	Mountain View E S
02	170	Neal E S	02	146	Newton E S
02	283	Ober E S	02	312	Orr M S
02	322	OCallaghan M S			
02	425	Palo Verde H S	02	289	Petersen E S
02	232	Paradise E S	02	145	Piggott E S
02	216	Park E S	02	244	Pittman E S
02	110	Parson E S	02	253	Priest E S
02	114	Perkins E S			
02	403	Rancho H S	02	174	Rogers E S
02	235	Red Rock E S	02	339	Rogich M S
02	295	Reed E S	02	203	Ronnow E S
02	104	Reid E S	02	201	Ronzzone E S
02	160	Rhodes E S	02	221	Rowe E S
02	150	Roberts E S	02	128	Rundle E S
02	315	Robison M S			
02	412	S N V T C	02	334	Silvestri M S
02	291	Sandy Vly E S	02	189	Simmons E S
02	320	Sandy Vly M S	02	305	Smith M S
02	354	Saville M S	02	284	Smith Hal E S
02	328	Sawyer M S	02	264	Smith Helen E S
02	188	Scherkenbach E S	02	175	Snyder E S
02	344	Schofield M S	02	431	Spring Vly H S
02	345	Sedway M S	02	204	Squires E S
02	251	Sewell E S	02	294	Stanford E S
02	427	Shadow Ridge H S	02	286	Staton E S
02	611	Sierra Vista H S	02	241	Sunrise Acres E S
02	421	Silverado H S	02	325	Swainston M S
02	190	Tanaka E S	02	139	Thorpe E S
02	285	Tarr E S	02	290	Tobler E S
02	260	Tate E S	02	265	Tomiyasu E S
02	254	Taylor Robert E S	02	127	Treem E S
02	230	Taylor Glen E S	02	243	Twin Lakes E S
02	239	Thomas E S	02	176	Twitchell E S
02	214	Ullom E S			

02 404 Valley H S
 02 154 Vanderburg E S
 02 245 Vegas Verdes E S

02 255 Virgin Vly E S
 02 603 Virgin Vly Jr S H S
 02 301 Von Tobel M S

02 183 Walker E S
 02 258 Ward E S
 02 238 Warren E S
 02 247 Wasden E S
 02 177 Watson E S
 02 259 Wengert E S
 02 330 West M S
 02 405 Western H S
 02 326 White M S
 02 256 Whitney E S

02 142 Wiener E S
 02 149 Wilhelm E S
 02 242 Williams Tom E S
 02 224 Williams Wendell E S
 02 152 Wolfe E S
 02 287 Wolff E S
 02 314 Woodbury M S
 02 116 Woolley E S
 02 121 Wynn E S

22 CLARK ALT

22 941 Adult Ed
 22 930 Biltmore Continuation
 22 922 Burk Credit
 22 419 Burk Sunset
 22 950 CCSD Virtual H S
 22 936 Child Haven
 22 932 Cowan Academic
 22 924 Cowan Credit
 22 948 Desert Rose Adult
 22 926 Desert Willow E S
 22 927 Desert Willow Secondary
 22 937 Homebound E S
 22 915 Homebound Secondary
 22 925 Acad for Indiv Study 6-12
 22 947 Acad for Indiv Study K-5
 22 407 Jeffrey Behavior
 22 920 Jeffery Credit
 22 917 Miley Achvmt E S
 22 916 Miley Achvmt Secondary
 22 934 Morris Behavior
 22 923 Morris Credit
 22 408 Morris Sunset
 22 933 Peterson Behavior
 22 931 Peterson Credit
 22 928 South Continuation
 22 908 Southwest Behavior
 22 910 Stewart, Helen J.
 22 935 Variety Secondary
 22 911 Variety Sch
 22 929 Washington Continuation

42 CLARK CHARTER

42 288 Agassi E S
 42 351 CC Team Academy
 42 615 Explore Knowledge E S
 42 616 Explore Knowledge Sec
 42 610 Keystone
 42 299 Odyssey E S
 42 358 Odyssey M S
 42 614 Odyssey H S
 42 617 Agassi Sec

62 CLARK CORR

62 777 Detention
 62 952 H D S P
 62 921 Impact Program
 62 912 Juvenile Court
 62 953 S D C C
 62 954 S N W C F
 62 913 Spring Mtn Jr Sr H S
 62 918 Summit School
 62 919 Summit View Correctional

82 HOME SCHOOLED

82 888 Clark Home Sch

03 DOUGLAS COUNTY SCHOOL DISTRICT

03 DOUGLAS

03 301 Carson Vly M S
 03 501 Douglas H S
 03 201 Gardnerville E S
 03 206 Jacks Vly E S
 03 208 Kingsbury M S

23 DOUGLAS ALT

23 901 Douglas Alt

43 DOUGLAS CHARTER

43 300 Sierra Crest Acad

03 205 Meneley E S
 03 210 Minden E S
 03 302 Pau Wa Lu M S
 03 209 Pinon Hills E S
 03 207 Scarselli E S
 03 502 Whittell H S
 03 202 Zephyr Cove E S

63 DOUGLAS CORR
 63 503 Jacobsen H S
 63 902 Tahoe Detention Facility

83 HOME SCHOOLED
 83 888 Douglas Home Sch

04 ELKO COUNTY SCHOOL DISTRICT

04 ELKO

04 205 Carlin E S
 04 601 Carlin H S

04 501 Carlin Jr H S

04 202 Elko Grammar
 04 603 Elko H S

04 503 Elko Jr H S

04 104 Independence Vly E S
 04 105 Jackpot E S

04 605 Jackpot H S
 04 505 Jackpot Jr H S

04 107 Montello E S
 04 108 Mound Vly E S

04 209 Mountain View E S
 04 203 Northside E S

04 206 Owyhee E S

04 604 Owyhee H S

04 212 Petan Ranch Sch

04 111 Ruby Vly E S

04 211 Sage E S
 04 204 Southside E S
 04 210 Spring Creek E S

04 606 Spring Creek H S
 04 504 Spring Creek M S

04 207 Wells E S
 04 602 Wells H S
 04 502 Wells Jr H S

04 208 West Wendover E S
 04 607 West Wendover H S
 04 507 West Wendover Jr H S

24 ELKO ALT

24 902 Elko Adult
 24 903 Elko Alt
 24 901 Elko Early Education

84 HOME SCHOOLED

84 888 Elko Home Sch

64 ELKO CORR

64 906 Juvenile Detention

05 ESMERALDA COUNTY SCHOOL DISTRICT

05 ESMERALDA

05 101 Dyer E S
 05 102 Goldfield E S
 05 103 Silver Peak E S

85 HOME SCHOOLED

85 888 Esmeralda Home Sch

06 EUREKA COUNTY SCHOOL DISTRICT

06 EUREKA

06 101 Crescent Vly E S
 06 103 Eureka E S
 06 601 Eureka H S

86 HOME SCHOOLED

86 888 Eureka Home Sch

07 HUMBOLDT COUNTY SCHOOL DISTRICT

07 HUMBOLDT

07 101 Denio E S
07 206 French Ford M S
07 205 Grass Vly E S
07 107 Jackson Mtn E S
07 103 Kings River E S
07 106 Leonard Creek E S
07 501 Lowry H S
07 203 McDermitt E S
07 601 McDermitt H S
07 302 McDermitt Jr H S
07 104 Orovada E S
07 105 Paradise Vly E S
07 201 Sonoma Heights E S
07 202 Winnemucca Grammar
07 301 Winnemucca Jr H S

27 HUMBOLDT ALT

27 903 Lowry Adult

67 HUMBOLDT CORR

67 901 Leighton Hall

87 HOME SCHOOLED

87 888 Humboldt Home Sch

08 LANDER COUNTY SCHOOL DISTRICT

08 LANDER

08 101 Austin E S
08 602 Austin H S
08 601 Battle Mtn H S
08 301 Battle Mtn Jr H S
08 201 Black E S
08 203 Lemaire E S
08 202 Pierce, Eliza

28 LANDER ALT

28 902 Lander Adult

88 HOME SCHOOLED

88 888 Lander Home Sch

09 LINCOLN COUNTY SCHOOL DISTRICT

09 LINCOLN

09 201 Caliente E S
09 501 Lincoln Co H S
09 301 Meadow Vly M S
09 102 Pahrnagat Vly E S
09 601 Pahrnagat Vly H S
09 302 Pahrnagat Vly M S
09 202 Panaca E S
09 203 Pioche E S

29 LINCOLN ALT

29 902 Lincoln Co Adult

69 LINCOLN CORR

69 602 C O Bastian

89 HOME SCHOOLED

89 888 Lincoln Home Sch

10 LYON COUNTY SCHOOL DISTRICT

10 LYON

10 209 Cottonwood E S
10 201 Dayton E S
10 604 Dayton H S
10 208 Dayton Inter
10 203 Fernley E S
10 601 Fernley H S
10 303 Fernley Inter
10 205 Silver Spgs E S
10 605 Silver Stage H S
10 304 Silver Stage M S

30 LYON ALT

30 907 Fernley Adult
30 908 Silver Stage Adult
30 909 Yerington Adult

70 LYON CORR

70 902 Western NV Youth Ctr

10	204	Smith Vly E S	90	HOME SCHOOLED
10	602	Smith Vly H S	90	888 Lyon Home Sch
10	210	Sutro E S		
10	202	Yerington E S		
10	603	Yerington H S		
10	302	Yerington Inter		

11 MINERAL COUNTY SCHOOL DISTRICT

11	MINERAL		31	MINERAL ALT
11	203	Hawthorne El Jr H S	31	901 Mineral Alt
11	201	Hawthorne Primary		
11	601	Mineral Co H S	91	HOME SCHOOLED
11	202	Schurz E S	91	888 Mineral Home Sch

12 NYE COUNTY SCHOOL DISTRICT

12	NYE			
12	106	Amargosa Vly E S	12	201 Beatty E S
12	316	Amargosa Vly M S	12	601 Beatty H S
			12	311 Beatty M S
12	301	Clarke M S	12	105 Gabbs E S
12	101	Duckwater E S	12	602 Gabbs H S
12	317	Duckwater M S	12	315 Gabbs M S
12	207	Hafen E S	12	604 Pahump Vly H S
12	108	Johnson E S	12	103 Round Mtn E S
12	102	Manse E S	12	605 Round Mtn H S
12	206	Mt Charleston E S	12	313 Round Mtn M S
12	204	Silver Rim E S	12	603 Tonopah H S
12	202	Tonopah E S	12	312 Tonopah M S
32	NYE ALT		92	HOME SCHOOLED
32	902	Nye Co Adult	92	888 Nye Home Sch
32	606	Pathways H S		
32	607	Pathways M S		
32	608	CSS Program		

13 CARSON CITY SCHOOL DISTRICT

13	CARSON			
13	201	Bordewich Bray E S	13	204 Fremont E S
13	501	Carson H S	13	203 Fritsch E S
13	301	Carson M S	13	211 Mark Twain E S
13	302	Eagle Vly M S	13	207 Seeliger E S
13	209	Empire E S		
33	CARSON ALT		73	CARSON CORR
33	902	Carson Adult	73	202 Prison Education
33	903	Pioneer H S	73	901 Juvenile Detention
53	CARSON CHARTER		93	HOME SCHOOLED
53	212	Carson Montessori	93	888 Carson Home Sch

14 PERSHING COUNTY SCHOOL DISTRICT

14 PERSHING

14 101 Imlay E S
14 201 Lovelock E S
14 601 Pershing H S
14 301 Pershing M S

74 PERSHING CORR

74 991 Coal Canyon H S

94 HOME SCHOOLED

94 888 Pershing Home Sch

34 PERSHING ALT

34 903 Pershing Co Adult

15 STOREY COUNTY SCHOOL DISTRICT

15 STOREY

15 101 Gallagher E S
15 102 Hillside E S
15 601 Virginia City H S
15 301 Virginia City M S

35 STOREY ALT

35 901 Virginia City Alt

95 HOME SCHOOLED

95 888 Storey Home Sch

16 WASHOE COUNTY SCHOOL DISTRICT

16 WASHOE

16 266 Allen E S

16 201 Anderson E S

16 271 Beasley E S

16 310 Billingshurst M S

16 207 Beck E S

16 208 Booth E S

16 275 Bennett E S

16 229 Brown E S

16 214 Cannan E S

16 301 Clayton M S

16 261 Caughlin Ranch E S

16 215 Corbett E S

16 609 Damonte Ranch HS

16 272 Donner Spgs E S

16 315 Damonte Ranch M S

16 212 Double Diamond E S

16 268 Desert Heights E S

16 223 Drake E S

16 238 Diedrichsen E S

16 204 Duncan E S

16 306 Dilworth M S

16 239 Dunn E S

16 258 Dodson E S

16 203 Elmcrest E S

16 256 Gomes E S

16 509 Galena H S

16 216 Gomm E S

16 601 Gerlach H S

16 224 Greenbrae E S

16 313 Gerlach M S

16 262 Hidden Vly E S

16 274 Hunsberger E S

16 230 Huffaker E S

16 206 Hunter Lake E S

16 504 Hug H S

16 251 Incline E S

16 236 Johnson E S

16 602 Incline H S

16 226 Juniper E S

16 309 Incline M S

16 232 Lemmon Vly E S

16 227 Lincoln Park E S

16 257 Lenz E S

16 202 Loder E S

16 273 Mathews E S

16 311 Mendive M S

16	222	Maxwell E S	16	228	Mitchell E S
16	508	McQueen H S	16	267	Moss E S
16	210	Melton E S	16	211	Mount Rose E S
16	237	Natchez E S	16	308	OBrien M S
16	607	North Valleys H S	16	302	Pine M S
16	240	Palmer E S	16	233	Pleasant Vly E S
16	213	Peavine E S	16	221	Risley E S
16	505	Reed H S	16	606	Spanish Spgs H S
16	502	Reno H S	16	503	Sparks H S
16	316	Shaw M S	16	307	Sparks M S
16	217	Sierra Vista E S	16	219	Stead E S
16	263	Silver Lake E S	16	234	Sun Valley E S
16	260	Smith Alice E S	16	303	Swope M S
16	225	Smith Kate E S	16	209	Towles E S
16	218	Smithridge E S	16	305	Traner M S
16	269	Spanish Spgs E S	16	205	Warner E S
16	265	Taylor E S	16	264	Westergard E S
16	603	T M C C Magnet H S	16	259	Whitehead E S
16	276	Van Gorder E S	16	270	Winnemucca E S
16	304	Vaughn M S	16	501	Wooster H S
16	235	Verdi E S			
16	220	Veterans Mem E S			

36 WASHOE ALT

36	920	Washoe Adult
36	506	Washoe H S
36	314	Washoe M S
36	911	Picollo Marvin
36	912	Wittenberg Hall
36	913	ESL Center
36	914	ESL Center Middle (Pine)
36	915	Homebound
36	916	Hare OCC Center
36	917	Pathways
36	918	Echo Loder ESL Center

56 WASHOE CHARTER

56	608	Acad for Career Ed
56	278	Bailey E S
56	312	Coral Acad of Sci
56	282	High Des Montessori
56	604	I Can Do Anything
56	281	Mariposa Acad
56	610	Rainshadow H S
56	605	Sierra NV Acad

96 HOME SCHOOLED

96	888	Washoe Home Sch
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17 WHITE PINE COUNTY SCHOOL DISTRICT

17 WHITE PINE

17	103	Baker E S
17	204	Early Childhood
17	101	Lund E S
17	601	Lund Jr S H S
17	203	McGill E S
17	201	Norman E S
17	502	White Pine Co H S
17	301	White Pine M S

77 WHITE PINE CORR

77	902	Mountain H S
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37 WHITE PINE ALT

37	904	Steptoe Vly Adult
37	903	Steptoe Vly H S

97 HOME SCHOOLED

97	888	White Pine Home Sch
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98 BIA SCHOOLS

98	723	Pyramid Lake
98	752	Duckwater Shoshone

40 STATE BOARD SPONSORED CHARTER SCHOOLS

40	403	Halima Academy	40	400	Silver State H S
40	401	Nevada State H S	40	402	Team A

80 PRIVATE SCHOOLS

60	903	Independence H S			
80	762	Sierra Lutheran H S	80	721	Paradise Christian Acad
80	761	Excel Christian School	80	748	Capital Christian
80	760	Rock of Ages Baptist	98	723	Pyramid Lake Jr/Sr H S
80	703	Bishop Gorman H S	80	725	Echoes Christian Acad
80	704	New Horizons Acad	80	731	Legacy Christian School
80	705	Lake Mead Christian Acad	80	734	Church Acad
80	707	The Meadows School	80	740	University Baptist Acad
80	709	Bishop Manogue H S	80	741	Grace Christian Acad
80	710	Mountain View Christian School	80	742	Academy for Learning
80	711	Calvary Chapel Christian School	80	743	New Hope Christian Acad
80	712	Faith Lutheran Jr/Sr H S	80	750	Warren-Walker School
80	718	Trinity Christian School	80	751	Sage Ridge School
80	720	Reno Christian Acad			

APPENDIX B

IEP Accommodation Form for the Nevada Proficiency Examination Program Effective for 2004-2005 School Year Only

Student Name: _____ **Date:** _____

This form is to be used by a student's IEP committee in documenting need for testing accommodations and must accompany the IEP. Accommodations selected are specific and must be provided to the appropriate classroom test administrator(s). Test security guidelines must be strictly adhered to in the administration of NPEP testing for all students. At least one of options I through III must be completed. Students identified only as Gifted and/or Talented may not use accommodations.

I. NO ACCOMMODATIONS NEEDED

_____ It is the judgment of the IEP committee that no accommodations are needed for this student. The student will test using standard conditions.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED*, and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

- _____ Individual administration will be allowed.
 _____ Small group administration (other than regular classroom) will be allowed.
 _____ Administration in an alternative setting will be allowed.
 Describe: _____
 _____ Provide for special lighting.
 Describe: _____
 _____ Provide for test administration in a study carrel or reasonable substitute.
 _____ Provide for special acoustics such as an amplifier for verbal instructions.
 Describe: _____

Accommodations in Test Scheduling (Check only those that apply to this student):

- _____ Tests administered at a time of day when the student is expected to do his/her best work.
 Describe: _____
 _____ The time allowed to take the test in a single session is extended to allow for rest periods to counter fatigue or to allow for the increased time required by altered testing procedures (**not to exceed twice the normal time**).

Extra time is allowed **ONLY** on the tests or subtests listed below that are identified with an "X": (*circle grade*)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

- _____ Provide test administration by a specific individual (i.e., special education teacher, guidance counselor, etc.).
 Specify: _____
 Student will use:
 _____ a visual magnification device.

_____	an electronic device whose sole function is to enlarge text.
_____	a mask to cover portions of the test.
_____	markers to maintain his/her place.
_____	a large-print or Braille (circle one) version of the test.
_____	a device to screen out extraneous sounds.
_____	a calculator on the HSPE or CRT mathematics test.
Test administrator or proctor will:	
_____	use an auditory amplification device to give directions.
_____	read directions aloud in English that are not normally read aloud to the student.
_____	reread directions aloud in English as necessary.
_____	provide verbatim directions in English to the student in sign language.
_____	read the Language test (subtest found only on <i>ITBS/ITED</i>) verbatim, in English, to student.
_____	read the mathematics test(s) verbatim, in English, to the student.
_____	read the science test(s) verbatim, in English, to the student.
_____	provide directions, verbatim, in English, on a separate sheet for the student to use as needed.
Accommodations in Student Responses (Check only those that apply to this student):	
Student will:	
_____	use pencils adapted in size or grip diameter.
_____	type written responses using a keyboard or typewriter. (The use of electronic aids such as spelling, grammar, or hyphenation checks are not permitted on the writing assessment.)
_____	use a Braillewriter to record responses to writing prompts or constructed response question(s).
_____	record responses to multiple-choice questions in the test booklet or on a separate sheet of paper.
_____	record response(s) to writing prompts or constructed response question(s), on a separate sheet of paper.
_____	dictate responses for multiple-choice questions to a test administrator or proctor.
_____	dictate responses for constructed response questions to a test administrator or proctor. (This option is NOT available to students taking a writing assessment.)
Other Accommodation(s):	
_____	<i>IEP committees should check with the Nevada Department of Education on the use of any accommodation not listed on this accommodation form. If an accommodation has been approved <u>in writing</u> by the Department of Education: Assessment, Program Accountability, and Curriculum, please attach a copy of the letter.</i>
Description of accommodation: _____	

III. ALTERNATE ASSESSMENT(S)
_____ It is the judgment of the IEP committee that this student will not participate in the CRT, <i>ITBS</i> or <i>ITED</i> , or Writing Assessment during the period of the current IEP. The following alternate assessment(s) has/have been selected as a replacement: _____
NOTE: (IEP committees who make this decision must be aware of the long-range impact this decision may have on the student. The SCAAN is based upon alternate achievement standards; therefore, student achievement will be based on these alternate standards. Please refer to the “Administration and Reporting Guidelines for SCAAN” for additional information.)

TESTING MODIFICATIONS

All students who test using other than accommodations (see lists above) will be placed in the lowest achievement category for that test and will be counted for participation. The following are not accommodations but are modifications and do affect the validity of the test scores. The following list is not exhaustive but has been provided to highlight a few specific modifications that do affect the validity and reliability of a student’s test scores.

- Test administrator reading the reading test on the CRT or on the HSPE or vocabulary test(s) of the ***ITBS/ITED*** to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check or grammar check device on a writing assessment.
- Student dictating to a scribe the response to the HSPE in Writing or 4th or 8th Grade Writing Assessment.
- Student using a calculator on the Math Computation section of the ***ITBS or ITED***, or on Part 2 of Math Concepts and Estimation section of either the ***ITBS or ITED***.

APPENDIX C

NEVADA PROFICIENCY EXAMINATION PROGRAM Proficiency Testing Record for Limited English Proficient Students Effective for 2004-2005 School Year Only

Student Name _____ Date _____

School _____ District _____

All limited English proficient students must be tested for English language proficiency as well as for subject area content knowledge. The *Language Assessment Scales (LAS)* will be used to assess English language proficiency in oral speech, reading, writing, speaking, and comprehension. These *LAS* scores cannot be used as an alternate to state-mandated content area assessments. All LEP students must also participate in the state subject area content assessments.

Administration of the Language Assessment Scales (LAS) Copyright 1990, CTB/McGraw Hill

LAS-O (Oral) Score: _____ LAS-O Level _____ Date of LAS-O _____

LAS-R (Reading) Score: _____ LAS-R Level _____ Date of LAS-R _____

LAS-W (Writing) Score: _____ LAS-W Level _____ Date of LAS-W _____

LAS-S (Speaking) Score: _____ LAS-S Level _____ Date of LAS-S _____

LAS-C (Comprehension) Score: _____ LAS-C Level _____ Date of LAS-C _____

Level 1	Level 2	Level 3	Level 4	Level 5*
0-60	61-120	121-180	181-240	241+

*Students scoring at Level 5 in the particular content area being tested are considered on monitored status and are not allowed any accommodations on the same state subject area content test.

One of the two options below must be completed for each LEP student. LEP students who are on monitored status cannot use an accommodation for a state-mandated subject area content assessment. Accommodations are specific for each student and must be on file in the student's folder. Relevant information from this form must be provided to the appropriate test administrator(s). Test security guidelines must be strictly adhered to in all testing for NPEP.

I. NO ACCOMMODATIONS NEEDED

_____ No accommodations are needed for this student. The student will test using standard conditions.

II ACCOMMODATIONS (Check only those that apply to this student.)

The accommodations for the Nevada Proficiency Examination Program, which are listed below, apply to the HSPE, the Writing Assessments, the *ITBS* and *ITED* and the CRTs, unless otherwise indicated. The use of accommodations other than those specifically outlined below requires prior approval by the Nevada Department of Education. A list of contacts is provided in *Guidelines for the Nevada Proficiency Examination Program*.

Accommodations in the Test Setting (Check only those that apply to this student):

_____ Individual administration will be allowed.

_____ Small group administration (other than regular classroom) will be allowed.

_____ Administration in an alternative setting will be allowed.

Describe: _____

_____ Student will take the test in a study carrel or reasonable substitute.

Accommodations in Test Scheduling (Check only those that apply to this student):

_____ The time allowed to take the test in a single session is extended to allow an LEP student to take the test in English. Extra time is allowed only on the tests or subtests listed below that are identified with an "X":
(circle grade)

	CRTs (3, 4, 5, 6, 7, 8)	NRT (4, 7, 10)	HSPE (10, 11, 12, Adult)
Reading	X	X	X
Language		X	
Mathematics	X	X	X
Science	X	X	
Writing	X		X

Accommodations in Test Administration (Check only those that apply to this student):

_____ A specific individual may administer the test. (i.e. ESL/ELL teacher).

Specify: _____

_____ Words in writing test prompt(s) will be **defined** so that the student understands the meaning of the topic. **(No help can be given on responding to the topic nor may the prompt or any part of it be translated into the student's first language.)**

_____ Student will use a bilingual dictionary on the CRTs, grades 3-8, and on 4th and 8th grade writing assessments.

_____ Student will use word-for-word translators on the *ITBS* and the *ITED*.

Test administrator or proctor:

_____ may answer questions that deal with **testing procedures**.

_____ will read aloud **directions** that are not normally read aloud to the student in the student's native language when possible and necessary.

_____ will reread **directions** aloud as necessary.

_____ will read the Language test (*ITBS/ITED* only) verbatim, **in English**, to the student.

_____ will read the mathematics test(s) verbatim, **in English**, to the student.

_____ will read the science test(s) verbatim, **in English**, to the student.

Other Accommodation(s):

_____ An accommodation not listed above, which has been approved in writing by the Nevada Department of Education: Assessment, Program Accountability, and Curriculum. (Attach copy of letter.)

Description of accommodation: _____

Note: The following changes in test administration procedures are NEVER ALLOWED:

- Test administrator reading the reading test on the CRT or HSPE, or vocabulary test(s) on the *ITBS* or *ITED* to the student. (This includes any process for orally transmitting the test content to the student through the use of any device that converts print or other code to speech.)
- Student using an electronic spell check device on a writing assessment.
- Student using a bilingual dictionary on the *HSPE in Reading, Math and Writing*.
- Dictation to a scribe for the *Fourth and Eighth Grade Writing Proficiency Examination* or for the *High School Proficiency Examination in Writing*.

